System Transformation Grant Annual Progress Report Template for Projects

Status: Accepted

Country	Name of project this grant is contributing to	Grant ID	Project ID (if applicable)
Haiti	Haiti-MLT September 2023	GPE0014956	HA-G1059

Grant Agent	Grant Type	Approval Date	Grant Effectiveness / Start Date
Inter-American Development Bank	MLT	09/28/2023	04/30/2024

Expected Closing Date	Grant Amount	Timeframe Examined in this report		Date of Report Submission
		From Date	To Date	
04/30/2028	19,000,000 (USD)	06/30/2025	06/29/2026	07/30/2026

Implementation Progress

Overall Project Progress this Reporting Period

Overall Progress this Reporting Period 1
Satisfactory (S)

Previous Rating
Satisfactory (S)

Detailed Description including factors that lead to an upgrade/downgrade in the rating

Since the last reporting period, implementation has accelerated significantly across all components, with concrete results achieved in the 2025-2026 school year.

Accomplishments:

- Curriculum Reform

The curriculum reform has made substantial progress under the leadership of the MENFP and technical assistance from IBE-UNESCO. Phase II, focused on the rewriting of programs, is now well-advanced. Key deliverables have been produced: programs for preschool and First Cycle of Primary Education (Fondamental I) were finalized in December 2025. The second Cycle of Primary Education (Fondamental II) programs were completed in March 2026.

The process has been highly participatory. Key workshops included two large consultations with approximately 150 and 200 participants respectively, and regional consultations with Departmental Directorates of Education (DDE) and educational actors in the Nord and Centre departments. A communication campaign targeting youth was also conducted, and 15 online workshops were held with 86 teacher training institutions in partnership with INNOVED-UNIQ, a specialized institute at Université Quisqueya in Haiti. Thirty MENFP staff received training on generative AI tools to support the reform process. A certification course in leadership from Université du Québec À Montréal (UQUÀM) is currently underway for 22 senior MENFP officials.

Looking ahead, a pre-experimentation of the new programs in a sample of schools is planned for October-December 2026, followed by program revisions in early 2027 and official validation in April 2027.

- School feeding

The school feeding implemented in the field via the World Food Programme, continued to deliver strong results. From July 2025 to June 2026, 30,515 students, including 15,003 girls, received 912,172 hot meals across 116 schools. The local procurement model, which connects schools directly to smallholder farmers, reached approximately 6,551 farmers across Nord and Nord-Est departments, with women representing 39-43% of participating producers depending on the department.

- Gender, Disability, and Inclusion

Implementation has progressed from the preparatory phase to early operational delivery, with several key activities now underway or ready for deployment. For the disability identification component, coordination between UNICEF and the relevant DDEs has advanced, and field activities began in July 2026. These include the contextual adaptation of the Washington Group data collection tools; preparation and deployment of the survey; training of 600 teachers to support the identification of functional difficulties; and training of 25 nurses to diagnose screened children and facilitate support for 300 vulnerable children with functional difficulties.

In parallel, the identification and registration of out-of-school children has been completed for the 2025-2026 school year: 2,593 children and 1,909 households have been registered. Of these, 1,500 children have already been reintegrated into public schools, including the 75 schools targeted by the project and other schools selected by families. Distribution of cash transfers to families to support school reintegration began mid-June 2026.

The early warning and dropout prevention component has also progressed, with technical tools, including academic tests and socio-economic and sociocultural questionnaires, developed and under refinement. These tools are expected to be administered approximately two weeks after the start of the school year 2026-2027 to identify students at risk of dropping out and guide targeted remedial support.

- Learning Assessments

Significant institutional progress has been made on learning assessments. The first assessment of the 2025–2026 school year was conducted at its outset with NGO support. A second assessment has been completed in June 2026 under the direct leadership of the Ministry of Education, with the Executing Agency and DDEs taking full responsibility for planning, training, and test administration, which marks an important step in institutional capacity building compared to previous assessments led exclusively by external organizations.

- Quality Assurance System (QAS) Evaluation

The Quality Assurance System (QAS), implemented under PAPDEF as a school quality improvement mechanism, is being evaluated under PAPDEF 2.0 to assess its results, cost-effectiveness, implementation challenges, and potential for refinement and scale-up. In November 2025, UNOPS was mandated to carry out this evaluation, with preliminary results now available. These indicate that the QAS has generated uneven but promising results. The strongest improvements are observed in basic services, particularly school feeding, water and electricity (The “Services de base” dimension increased by 21.9%), while the most robust effects attributable to the program relate to teacher training and school directors’ curricular planning. However, results vary significantly by department, with stronger performance in the Nord and Nord-Est and more challenging results in the Nord-Ouest, Ouest and Artibonite. The preliminary analysis also points to important efficiency gaps, suggesting that some activities, particularly broad, multi-actor training models—offer stronger value for money than others. These findings will help inform recommendations to refine the QAS model, strengthen implementation and monitoring arrangements, and assess economically viable options for a potential national scale-up.

Implementation Challenges and Mitigation

- Internet Connectivity for DDEs and Schools

The initial connectivity procurement was unsuccessful, as firms that submitted proposals did not demonstrate the required financial capacity. A revised strategy has been developed in consultation with the Ministry to relaunch the process with higher prospects of success. Technical specifications are expected to be validated soon, and the tender launched by mid-August 2026.

- Textbooks (Livre Unique)

Following the cancellation of the original textbook procurement, the Ministry of Education has requested that the budget be repurposed to purchase student workbooks (cahiers uniques) for grades 3AF and 4AF instead. The Bank has agreed to support this shift. However, the Ministry ultimately decided not to move forward with this initiative until a decision is made regarding the livre unique approach, taking into consideration the new school programs. Consequently, it was decided to reallocate the funds to other planned activities. Discussion and decision on which activities should benefit from the funding reallocation will take place between the Ministry and the Bank during the following weeks.

- Remote tutoring

The procurement process has been relaunched and is currently underway, following an unsuccessful initial launch. The process is now at the Request for Proposal stage and is expected to be completed by the start of the 2026-2027 school year.

Project Implementation Progress, by Component / Objective

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
Institutional Capacity of the MENEF	Satisfactory (S)	Satisfactory (S)

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:
This reporting period was dominated by the revision, rewriting and validation of national curricula, which has now reached an advanced stage. Major steps have been completed, including the finalized programs for preschool and the first cycle of primary education (Fondamental I) in December 2025, followed by the completion of programs for the second cycle of primary education (Fondamental II) in March 2026. As of June 2026, the full curriculum revision covering preschool through the end of the second cycle of primary education has been completed and is now available for technical review. The validation of the programs is still pending, which will follow the pre-experimentation that is expected to take place at the outset of the 2026-2027 school year.

Additionally, The DDEs and the Technical Directorates of the Ministry of Education, developed action plans to support the Ministry’s priority reforms in 2026.

The Quality Assurance System impact assessment is underway, with preliminary results already available.

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
Access to a school canteen	Highly Satisfactory (HS)	Highly Satisfactory (HS)

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:

The school feeding continued to deliver strong results. From July 2025 to June 2026, 30,515 students, including 15,003 girls, received 912,172 hot meals across 116 schools. Attendance rates in beneficiary schools recovered strongly following the delayed 2025-2026 school opening, reaching 99% in October, 94% in November, and 92% in December 2025. The local procurement model, which connects schools directly to smallholder farmers, reached approximately 6,551 farmers across Nord and Nord-Est departments, with women representing 39-43% of participating producers depending on the department. In parallel, the implementation of school gardens has been underway in 61 participating schools since October 2025.

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
Continuity of learning	Moderately Satisfactory (MS)	Satisfactory (S)

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:
During the reporting period, two rounds of learning assessments have been completed, reaching around 4,503 students.

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
Closing gender and disability gaps in education	Satisfactory (S)	Satisfactory (S)

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:
This component has transitioned from a preparatory phase into active field implementation in the Grand Nord. Under Output 1 (disability screening), training of 600 teachers and 25 nurses is expected to begin at the outset of the upcoming school year.
Under Output 2 (access to education and dropout prevention), the identification and registration of out-of-school children was completed, with 2,593 children and 1,909 households registered. Of these, 1,500 children have already been reintegrated into the national education system. The first cycle of cash transfers to families has taken place, and the first installment was launched in late June 2026 to support and consolidate reintegration. A second payment is planned before the September school reopening, and a third and final one to cover examination-related costs at the end of the 2026-2027 school year. Technical tools for the early warning system to identify students who are enrolled in school but are at risk of dropping out are under development, with administration planned shortly after the September 2026 school reopening. A total of 149 tablets have been ordered for the 75 beneficiary schools to support student tracking and data management.

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
Project Management, Monitoring and Evaluation	Satisfactory (S)	Unsatisfactory (U)

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:
Efforts to strengthen the monitoring and evaluation system of the implementing unit continued to advance during the reporting period. A centralized data Project monitoring and Evaluation mechanism is in place to track progress toward outcomes.
The executing unit's M&E team is also being strengthened to support these efforts through capacity-building and a new staff member joining the unit soon.
In parallel, procurement for the mid-term evaluation of the operation is ongoing, with the terms of reference under validation.

Lessons, innovative/promising practices

The identification and registration process revealed important patterns that are shaping how the project is being implemented. Nearly 80% of out-of-school children were found in just two departments, Artibonite and Centre, both heavily marked by displacement and insecurity. Many families wanted to enroll their children but could not, having lost birth certificates and school records during displacement. Economic constraints were consistently cited as the primary reason children remain out of school, with girls facing greater vulnerability in several departments.

What these findings reinforce is that getting children back into school and keeping them there cannot be the responsibility of the education sector alone. The project is built around this reality. Nurses are

deployed to schools to address health barriers, deworming, anemia, respiratory infections, that directly affect attendance and learning. Social workers support families through the reintegration process. Cash transfers help households cover the immediate costs of schooling. And the community-based identification approach, which brings together school councils, local authorities, and Institut du Bien-Être Social, ensures that the most isolated children are not left behind.

One of the more forward-looking aspects of this model is the effort to align SISMAT (Système d'Information Social pour le suivi des Ménages et des Transferts), Haiti's social protection data system, with SIGE (Système d'Information et de Gestion de l'Éducation), the national education management information system. The project is working to make existing systems talk to each other, so that a child identified through social protection interventions can be tracked in the education system, and vice versa. This kind of institutional interoperability is what transforms a project into a lasting contribution to how Haiti identifies, supports, and retains its most vulnerable children in school.

Impact stories

N/A

Tangible Outputs, Knowledge Products, Results Framework and other Supporting Documentation

#	File Name	Document Type	Description

The documents listed were submitted with the progress report. If you'd like access to them, please contact the grant operations officer for your country.

Financial Reporting & Grant Management

Financial Reporting on GPE Grant

Cumulative Financial Absorption Rate

Approved Budget to Date	Cumulative Expenditure	Cumulative Financial Absorption Rate	Level of Financial Absorption
19,000,000	11,405,920.49	60.03	Off Track

Since the financial absorption is not rated as 'on track', please provide an explanation that identifies the main activities that have been delayed and their corresponding unspent amounts, as well as reasons for the delay and steps taken to ensure that expenditure absorption gets on track in the next reporting period.

Under Component 1, two evaluation-related activities account for significant unspent amounts. The impact evaluation of the school feeding program, budgeted at USD 520,000, has not yet generated expenditure because the procurement process is still underway, although it is progressing well.

The QAS impact evaluation implemented by UNOPS was budgeted at USD 500,000; the contract was signed for USD 351,174.83, of which USD 184,112.25 has already been paid. The remaining USD 167,062.58 is expected to be disbursed during the second semester of 2026.

Under Component 4, activities related to the establishment of safe spaces in schools, budgeted at USD 1,000,000, were initially expected to reach 5,000 students, including 2,000 in 2025 and 3,000 in 2026. Due to implementation constraints on the ground, UCP, IDB and UNICEF agreed to consolidate implementation and reach the full target of 5,000 students in 2027.

Under Component 5, monitoring activities have also been affected by procurement challenges. The call for proposals to recruit a call center service provider, budgeted at USD 100,000, was unsuccessful twice because bidders did not meet key requirements. Following consultations between the project executing unit and bidders to identify the underlying issues, the procurement process was relaunched and is now underway.

In addition, procurement for the mid-term evaluation of the operation, budgeted at USD 65,000, is ongoing.

To improve expenditure absorption in the next reporting period, the project team is closely following the ongoing procurement processes, has relaunched the call center procurement after clarifying requirements with potential bidders, and has agreed with implementation partners on revised timelines for delayed activities. These measures are expected to allow pending contracts and payments to move forward during the next reporting period and bring expenditure absorption back on track.

Budget Variance Analysis for the Current Reporting Period

Total Approved Budget for the Current Reporting Period
7,743,853.75

Total Expenditure for the Current Reporting Period
8,655,915.49

Explanation for underspending or overspending in excess of 10%
The variance is mainly due to an amendment to the contract with IBE-UNESCO, the agency supporting the implementation of the curriculum reform. This amendment led to an advance payment during the reporting period. Specifically, a payment that was originally expected to be made in November 2026 was brought forward and processed in February 2026.

Management Performance

Level of Management Performance
Highly Satisfactory (HS)

Previous Rating
Highly Satisfactory (HS)

Detailed Description
Fiduciary Management
During the reporting period, a technical assistance firm was recruited by the Bank to provide specialized technical support to the project executing unit, which conducted an institutional capacity assessment, updated the UCP's operations manual, and supported the establishment or improvement of the financial management system to improve fiduciary management practices. These efforts also resulted in a redesign of the UCP's organizational structure, and an additional procurement specialist was recruited to reinforce the unit's capacity in that area. The impact of these interventions is already reflected in improved practices around expenditure justification: UCP now submits supporting documentation to the Bank on a more regular basis and with significantly reduced backlog, facilitating timelier access to subsequent disbursements.

M&E
Efforts to strengthen the monitoring and evaluation system of the implementing unit are currently underway. A centralized data management system is being put in place to improve the regularity, traceability, and quality of performance data across the grant portfolio.

Revisions to the grant

This period, have there been any revisions to the grant other than those submitted to the GPE Board or Secretariat for their approval?

No

How likely is that the grant agent will submit a request for revision to the GPE Board or Secretariat in the next 12 months for their approval?

Highly Unlikely

Annexes

Annex 1: List of Acronyms

Acronym	Description
UQAM	Université du Québec à Montréal
PIU	Project Implementation Unit
QAS	Quality Assurance System
INNOVED-UNIQ	Institut Supérieur de Formation, Recherche et Innovation en Education – Université Quisqueya

Annex 2: Global Numbers Reporting Template

Provide the data related to GPE's three global numbers for this reporting period below

- Textbooks purchased and distributed through GPE grants
- Teachers trained through GPE grants
- Classrooms built or rehabilitated through GPE grants

Note: For cofinanced grants, please provide the proportion that can be attributed to GPE grant. For example, if the grant's financial contribution accounts for 50 percent of a teacher training activity, the proportion that can be attributed to GPE grant for the number of teachers trained through that activity would be 50%. If the unit of analysis in the indicator is the number of schools and not classrooms, please enter an estimated number of classrooms and provide an explanation in the comments box.

GPE Indicators

Textbooks purchased and distributed

#	Indicator	Actual Number Achieved (during this reporting period)	This system transformation grant annual progress report is learning oriented and seeks to:	Comments
1	3.1 Number of textbooks delivered	0	0	The Ministry of Education has requested that the

IDB repurpose the cancelled procurement of textbooks (Livres uniques) for grades 3AF and 4AF to purchase single workbooks (cahiers uniques) instead. The Bank has agreed to support this shift. However, the Ministry ultimately decided not to move forward with this initiative until a decision is made regarding the livre unique approach, taking into consideration the new school programs. Consequently, it was decided to reallocate the funds to other planned activities. Discussion and decision on which activities should benefit from the funding reallocation will take place between the Ministry and the Bank during the following weeks.

To date, ongoing training continues to be financed under SHESP. Teacher training activities under this grant remain pending the Quality Assurance Program evaluation, whose preliminary results are already available.

GPE Indicators

Teachers trained

#	Indicator	Actual Number Achieved (during this reporting period)	This system transformation grant annual progress report is learning oriented and seeks to:	Comments
1	3.2 Number of teachers trained	0	0	To date, ongoing training continues to be financed under SHESP. Teacher training activities under this grant remain pending the Quality Assurance Program evaluation completion.

GPE Indicators

Classrooms built or rehabilitated

#	Indicator	Actual Number Achieved (during this reporting period)	This system transformation grant annual progress report is learning oriented and seeks to:	Comments
1		0	0	Classrooms building or rehabilitation is not part of the scope of this project.

Annex 3: Cumulative Beneficiary Children Reporting Template

Provide the **cumulative** number of children of pre-primary, primary and secondary school age (both in school and out of school) and other students (adolescents beyond secondary school age and adult learners participating in basic education programs), who **directly participated in project activities, received project-supported incentives or services, or benefited from project interventions so far. Also provide relevant disaggregated values by sex (applicable to all grants)**. If appropriate and available, provide disaggregated values by varied subgroups and by education level. Reporting beneficiary data cumulatively means counting all beneficiaries as a running total, adding up all beneficiaries since the start of the grant. Data on beneficiaries are to be collected using the methods and tools proper to each project. It is understood that some disaggregated data will only be collected if a project expressly targets specific subgroups through their interventions and uses their own methods for counting beneficiary children/other students.[i] Please provide the number or proportion of girls of varied subgroups in the comment section below, if available.

NOTE: For cofinanced grants, please provide the numbers for the entire program and indicate the proportion that can be attributed to GPE grant. For example, if the grant's financial contribution accounts for 40 percent of the program that is cofinanced by GPE and oher donors, enter 40% in "% atributed to this grant".

	Pre-primary (optional)	Primary (optional)	Secondary (optional)	Others (optional)	Total	% attributed to this grant (for cofinanced grants)
Number of children who directly benefited from the project		36,580			36,580	93
Of which, girls						
Of which, children with a disability (optional)						
Of which, refugee children (optional)						
Of which, internally displaced children (optional)						
Of which, out-of-school children, in school-age (optional)		2,593			2,593	0
Of which, children from marginalized ethno-cultural/ linguistic minorities: specify which ones (optional)						

Provide any comments on beneficiary children, if needed. This could include, for example, the definition employed by the grant for a particular subgroup (including a more granular description of these subgroups), the approach/tool used to calculate the number of beneficiaries overall or by subgroup, any limitation of the approach/tool employed for this calculation and reasons why data on beneficiary children

are unavailable. Please provide the number or proportion of girls for varied subgroups in the comment section below, if available.

Beneficiary numbers should be considered as preliminary, subject to review and validation by the PIU. Disaggregated and final figures will be available soon.

Annex 4: GEA Indicators Reporting Template

GEA Core indicators	Baseline	Results for this reporting period		GPE contribution (optional for cofinanced grants)	Comments
		Target	Actual		
Indicator name					
Date					

1 Highly Unsatisfactory - The project has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory - The project has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory - The project has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs, but a resolution is likely. Moderately Satisfactory - The project is expected to achieve most of its major outputs efficiently with moderaten shortcomings or delays. Satisfactory - The project is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory -The project is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.

2 Highly Unsatisfactory - The component/objective has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory -The component/objective has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory -The component/objective has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs, but a resolution is likely. Moderately Satisfactory- The component/objective is expected to achieve most of its major outputs efficiently with moderate shortcomings or delays. Satisfactory- The component/objective is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory-The component/objective is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.

3 Highly Unsatisfactory – The GEA has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory – The GEA has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory – The GEA has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs, but a resolution is likely. Moderately Satisfactory – The GEA is expected to achieve most of its major outputs efficiently with moderate shortcomings or delays. Satisfactory – The GEA is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory – The GEA is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.